DOCUMENT RESUME

ED 469 067 JC 020 658

TITLE	Graduate Survey Report: Class of 2000.
INSTITUTION	Northern Virginia Community Coll., Annandale. Office of Institutional Research.
REPORT NO	NVCC-OIR-RR-26-01
PUB DATE	2001-11-00
NOTE	43p.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Associate Degrees; College Transfer Students; Community Colleges; Degrees (Academic); Educational Assessment; Graduate Surveys; *Outcomes of Education; Two Year Colleges
IDENTIFIERS	*Northern Virginia Community College

ABSTRACT

This report, based on a survey mailed to Northern Virginia Community College (NVCC) graduates, presents information concerning educational goals, employment, and the impact NVCC had upon those graduates who chose to further their education. Forty percent of all graduates responded to the survey. Demographic characteristics of graduates and respondents were comparable, with the exception of the racial compositions of the graduating class and respondents. Over half (55%) of respondents stated that upon enrollment, their primary goal was to transfer to a four-year institution, 22% to enter the workforce, and 13% to improve their job skills. Of respondents pursuing advanced degrees, 37% stated their goal was a bachelor's degree, 37% a master's degree, and 13% a doctorate or professional degree. Upon graduation, 64% of respondents were employed full time, and 18% worked part time. Twenty-seven percent of respondents were attending school full time, 30% part time, and 43% were not enrolled. Thirty-six percent of respondents felt their NVCC degree helped them very much in the workplace, and 55% reported that NVCC prepared them very much for their bachelor's degree, although 71% had difficulty transferring credits. Seventy-seven percent of all respondents were "very satisfied" with their NVCC experience. (Contains 27 tables and 8 figures.) (CB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 469 067

GRADUATE SURVEY REPORT: CLASS OF 2000

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

6. Gabriel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Research Report No. 26-01

Office of Institutional Research
Northern Virginia Community College

November 2001

BEST COPY AVAILABLE

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH

The purpose of the Office of Institutional Research is to conduct analytical studies and provide information in support of institutional planning, policy formulation and decision making. In addition, the office provides leadership and support in research related activities to members of the NVCC community engaged in planning and evaluating the institution's success in accomplishing its mission.

ASSOCIATE DEAN FOR INSTITUTIONAL RESEARCH AND ANALYSIS

Dr. George E. Gabriel

STAFF MEMBERS

Margret Chang

Johan Dennett

Linda Hoffman

Alice Memminger

4001 Wakefield Chapel Road
Annandale, VA 22003-3796
(703) 323-3129
www.nv.cc.va.us/oir

GRADUATE SURVEY REPORT: CLASS OF 2000

Table of Contents

Page

Executive Summary 1

Section 1: Introduction 4

Section 2: Profile of Survey Respondents 5
- Graduates and Respondents 5
- Award Types 6
- Age of Respondents 6
- Gender 7
- Race 8

Section 3: Goals of Respondents 10
- Stated Goals at NVCC 10
- Achievement of Stated Goals 11
- Future Academic Goals 12
- Goals by Age 12
- Goals By Race 13

Section 4: Employment and Income 14
- Employment Status 14
- Employment Benefits from an NVCC Degree 18
- Relationship Between Current Job and NVCC Degree 19
- Income Levels By Award Type 20

Section 5: Education After NVCC 21
- Current Educational Status of Graduates 21
- NVCC Preparation For Advanced Studies 21
- Difficulties With Transferring Credits 22
- Area Colleges Attended By NVCC Graduates 23

Section 6: Satisfaction with NVCC Education 24
- Evaluation of Community College Programs 24
- Preparation for Bachelor's Degree Programs 25
- Money Borrowed for NVCC Education 26

Section 7: Evaluation of Faculty, Instruction, and Facilities 27
- Comments From the NVCC Graduate Survey 27

Section 8: Summary 30

Appendix 32

Graduate Survey Instrument 33

GRADUATE SURVEY REPORT: CLASS OF 2000

List of Tables

Page

Table 1: Graduate Survey Response Rates, 1993-94 Through 1999-00 4

Table 2: 2000 Graduates and Survey Respondents 5

Table 3: Award Types by Race 9

Table 4: Stated Goals By Award Type 10

Table 5: Stated Goals by Age 11

Table 6: Achievement of Educational Goal 11

Table 7: Goal Change While Attending NVCC 11

Table 8: Future Academic Goals 12

Table 9: Future Academic Goals by Age 12

Table 10: Future Academic Goals by Race 13

Table 11: Occupational Status of Respondents by Award Type 14

Table 12: Occupational Status by Age 16

Table 13: Occupational Status by Race 17

Table 14: Time of Obtaining Current Job 17

Table 15: Effectiveness of NVCC Award in Obtaining Present Job 18

Table 16: Employment Benefits of NVCC Degree by Gender 18

Table 17: Relationship of Job to NVCC Major 19

Table 18: Respondents with Jobs Related to their Major, by Race 19

Table 19: Respondents with Jobs Related to their Major, by Gender 20

Table 20: Median Income Levels by Award Type 20

Table 21: Educational Status by NVCC Award Type 21

Table 22: Educational Preparation for Present Studies 22

List of Tables (Continued)

Page

Table 23: Difficulties in Transferring NVCC Credit Hours to Other Institutions 22

Table 24: Colleges and Universities Attended by Respondents, 2000 23

Table 25: Responses to the Survey Question "To What Extent Does Your Community College Degree Help You Perform in the Workplace?" 24

Table 26: Satisfaction with NVCC Education, Advising, and Course Availability 25

Table 27: Preparation for Bachelor's Degree Programs 26

List of Figures

Page

Figure 1: Award Types Earned by Survey Respondents 6

Figure 2: Age Profile of Respondents 7

Figure 3: Award Types by Gender 8

Figure 4: Race of Respondents 8

Figure 5: Award Types by Race 9

Figure 6: Occupational Status of Respondents 15

Figure 7: Occupational Status of Respondents by Gender 16

Figure 8: Money Borrowed to Pay for NVCC Education 26

GRADUATE SURVEY REPORT: CLASS OF 2000

Executive Summary

This report presents information on 1999-2000 NVCC graduates. The information is based on data gathered through the graduate survey, mailed annually to NVCC graduates. The survey contains questions concerning educational goals, employment, and the impact NVCC has had upon those graduates who chose to further their education. The survey also provided graduates the opportunity to rate their academic instruction at NVCC, their instructors, and College facilities and services. To simplify the reading of this report, graduates of the academic year 1990-2000 who were surveyed will be referred to as 2000 graduates. The report consists of eight sections.

Section 1: Introduction

- There were 2,413 graduates in 2000. Of those students, 972 responded to the graduate survey.
- From 1993-94 to 1999-00 the response rate to the graduate survey has fluctuated between 31% and 40%. The highest recorded response rate for these years was 40% in 2000.

Section 2: Profile of Survey Respondents

- In this section comparisons are drawn between the characteristics of the graduates and the respondents to the graduate survey.
- The largest proportion of graduates and respondents obtained an A.S. or A.A.S. degree. Thirty-six percent or more obtained an A.S. degree and over 40% obtained an A.A.S. degree. Certificates were awarded to approximately 15% of the graduates and respondents.
- Over 78% of the graduates and respondents were United States citizens. Students below 30 years of age made up 49% of the graduates and 41% of the respondents. Students between 30 and 39 years of age made up approximately 29% of the graduates and of the respondents. Thirty-nine percent of the graduates and 35% of the respondents were male while 61% of the graduates and 65% of the respondents were female.
- The majority of the respondents were White (61%), followed by Black respondents (13%), Asian respondents (13%), and Hispanic respondents (8%). There were slight differences between the racial composition of the respondents and the graduating class.

Section 3: Goals of Respondents

- Over half of the respondents (55%) stated that upon enrolling at NVCC their primary goal was to transfer to a four-year institution. Twenty-two percent stated that their primary goal was to enter the workforce. Thirteen percent enrolled primarily for the purpose of improving their job skills.
- Less than 25% of the respondents changed their goal while attending NVCC.
- Ninety percent of the respondents stated that they had achieved their educational goal upon graduating from NVCC.
- Over 87% percent of the respondents intended to pursue an advanced degree, 37% a bachelor's degree, 37% a master's degree, and 13% a doctorate or professional degree.

- The greatest percentage of respondents, with a goal of obtaining a bachelor's degree, was between 50 and 59 years of age (52%). Obtaining a master's degree was the most frequently stated goal for respondents between 30 and 39 years of age (43%).
- A bachelor's degree was the most frequently stated future academic goal of White respondents (39%) and Asian respondents (40%). The most frequently stated future academic goal of Black and Hispanic respondents was a master's degree (36% and 37% respectively).

Section 4: Employment and Income

- Of 884 respondents, 64% were employed full time, 18% worked part time, and 2% worked part time while seeking full-time employment. Six percent of the respondents were unemployed and looking for work. Another 10% were unemployed but were not looking for employment.
- For respondents between the ages of 30 and 59, there were only small differences in employment status. Seventy percent or more of the respondents were employed full time and 14% or less were employed part time. Of the respondents under 30 years of age, 51% were employed full time and 29% were employed part time.
- The median salary of full-time employed respondents was highest for recipients of an A.S. degree ($38,000). The median salary of part-time employed respondents was highest for recipients of an A.A.A./A.A.S. degree ($19,360).
- Graduates were asked whether their NVCC education had helped them gain a salary increase, a promotion, a better job with a new employer, or other job related benefits. Thirty-seven percent of the respondents stated that they had received a salary increase and 36% reported that they had found a better job.
- Fifty-five percent of the 714 respondents reported that their job was related to their program of study at NVCC. Thirty-five percent of respondents with a transfer degree stated that their job was related to their major compared with 68% of respondents with an occupational-technical award.

Section 5: Education After NVCC

- Of the 898 graduates who responded, 27% were attending school full time, 30% were attending school part time, and 43% were not enrolled in any school.
- Four hundred and eighty-four respondents rated their NVCC education as preparation for their present college studies. Fifty-six percent of the respondents rated their preparation as excellent, 43% rated it as adequate, and 1% maintained that they were inadequately prepared for their present studies.
- Seventy-one respondents had problems transferring NVCC credit hours. Of these 80% were able to transfer NVCC credit hours only as electives, 8% had chosen a new field of study and 11% stipulated other reasons for their difficulties in transferring NVCC credit hours.
- Four hundred and seventy-three respondents furnished the names of the institutions at which they were continuing their education. Eighty-six percent continued their education at institutions in Virginia, 6% in Maryland, and 2% in the District of Columbia. The remaining 6% transferred to colleges in other states. The most popular transfer institution was George Mason University.

Section 6: Satisfaction with NVCC Education

- Nine questions from the State Council for Higher Education in Virginia (SCHEV) were included in the graduate survey. SCHEV required all Virginia community colleges to include these questions so that they could collect comparable data from community college graduates throughout the state.
- Six hundred-eleven graduates responded to the SCHEV question "To what extent does your community college degree program help you perform in the workplace?" Thirty-six percent stated that their NVCC degree helped them very much in their workplace performance. Another 35% felt that their NVCC degree had helped somewhat, 14% stated that their degree helped very little, and 14% stated that their degree did not help at all.
- Graduates were asked to evaluate their degree program on the basis of education, advising, and course availability. Seventy-seven percent of the respondents were very much satisfied with their NVCC education, 37% were very much satisfied with NVCC advising and 55% were very much satisfied with course availability at NVCC.
- Seven hundred and ninety-four graduates reported how much money they had borrowed to pay for the educational expenses incurred at NVCC. Seventy-five percent of the respondents had not borrowed any money, 3% had borrowed $1,000 or less, 11% had borrowed between $1,001 and $3,000, 6% had borrowed between $3,001 and $5,000, and 5% had borrowed more than $5,000.
- There were 413 responses to the question "To what extent is this bachelor's degree program related to your community college degree program?" Fifty-six percent of the respondents stated that their bachelor's degree was very much related to their NVCC degree followed by 29% who stated their bachelor's degree was somewhat related to their NVCC degree.
- Graduates were also asked to what extent their community college degree program had academically prepared them for their bachelor's degree program. Of the 412 graduates who responded to this question, 55% stated that they were very much prepared for their bachelor's degree.

Section 7: Evaluation of Faculty, Instruction, and Facilities

- The graduate survey provided students an opportunity to rate NVCC instruction, instructors, and College services and facilities. Graduates were asked to describe what was best about their NVCC education, what problems they encountered as NVCC students, and how the College could improve its services.
- A large number of comments on a variety of topics were received and evaluated by the Office of Institutional Research. Comments were compiled into a document to be used by NVCC for planning and decision-making purposes.

Section 1: Introduction

Northern Virginia Community College (NVCC) has conducted an annual survey of its graduates since 1972. The graduate survey contains questions concerning educational goals, employment, salaries, and the impact NVCC has had upon the career opportunities and continuing education of its graduates. In addition, the survey gives graduates an opportunity to voice their opinion on the instruction they received at NVCC, their instructors, and the College services and facilities.

The present study analyzes the responses from graduates of the academic year 1999-00, and is divided into eight sections. Section II presents demographic information as well as other characteristics of the survey respondents, such as information on age, gender, race, and award type. Goals of the graduating class are discussed in Section III and employment information of the graduates is presented in Section IV. In Section V, the educational status of the graduates after leaving NVCC is presented and Section VI presents the respondents' level of satisfaction with their NVCC education. Section VII presents the respondents' evaluation of their overall academic and workforce preparation, the NVCC faculty, academic instruction, and NVCC facilities. Finally, Section VIII concludes the report with a general summary of the survey results.

Northern Virginia Community College mails survey questionnaires to its graduates each spring semester.[1] The 1999-00 graduate survey report presents information based on a survey instrument that was revised in 1994. In order to simplify the reading of this report, graduates of the 1999-00 academic year who were surveyed will be referred to as 2000 graduates. It is important to note that the percentages shown in the various tables of this report are based on the number of responses to a particular question. The same number of graduates may not have responded to each question in the survey.

For the years 1993-94 through 1996-97 the response rate to the NVCC graduate survey has fluctuated between 31% and 38%. For the 5-year period presented in Table 1 the highest recorded response rate was 40% in 1999-00.

Table 1: Graduate Survey Response Rates, 1993-94 Through 1999-00

	1993-94	1994-95	1995-96	1996-97	1999-00
Graduates	2,615	2,509	2,581	2,753	2,413
Respondents	802	951	799	936	972
Response Rate	31%	38%	31%	34%	40%

BEST COPY AVAILABLE

[1] A copy of the graduate survey instrument is attached at the end of this report.

Section 2: Profile of Survey Respondents

Graduates and Respondents

Table 2 presents demographic and academic information on students who graduated during the 1999-00 academic year and those who responded to the graduate survey. Given the relatively high response rate of 40% and a similar percentage breakdown between graduates and respondents for most categories, the survey sample may be considered representative of the graduating class of 1999-00.[2] As shown in Table 2, the percentage composition of graduates and respondents for the categories of race, citizenship, home campus, and award type were very similar. The categories of gender and age were the only areas that were dissimilar between the graduates and respondents. With the exception of Table 2, the information in the remaining tables and figures of this report deals exclusively with respondents to the graduate survey.

Table 2: 2000 Graduates and Survey Respondents

	Number of Graduates	Percentage of Graduates	Number of Respondents	Percentage of Respondents
GENDER				
Male	953	39.5	343	35.3
Female	1,460	60.5	629	64.7
RACE				
White	1,442	59.8	594	61.1
Black	348	14.4	127	13.1
Asian	303	12.6	122	12.6
Hispanic	191	7.9	76	7.8
Native American	32	1.3	11	1.1
Other	97	4.0	42	4.3
AGE				
<30	1,170	48.5	394	40.5
30-39	697	28.9	290	29.8
40-49	395	16.4	204	21.0
50-59	133	5.5	73	7.5
60+	18	0.7	11	1.1
CITIZENSHIP*				
U.S.	1,888	78.2	766	78.8
Non-U.S.	524	21.7	205	21.1
HOME CAMPUS				
Alexandria	663	27.5	272	28.0
Annandale	1,029	42.6	401	41.3
Loudoun	235	9.7	95	9.8
Manassas	220	9.1	93	9.6
Woodbridge	266	11.0	111	11.4
AWARD				
A.A.	143	5.9	64	6.6
A.S.	897	37.2	350	36.0
A.A.A.	22	0.9	11	1.1
A.A.S.	977	40.5	409	42.1
Certificate	374	15.5	138	14.2
TOTAL	**2,413**	**100.0 %**	**972**	**100.0 %**

* Information for three graduates is missing from this category due to changes in student identification numbers.

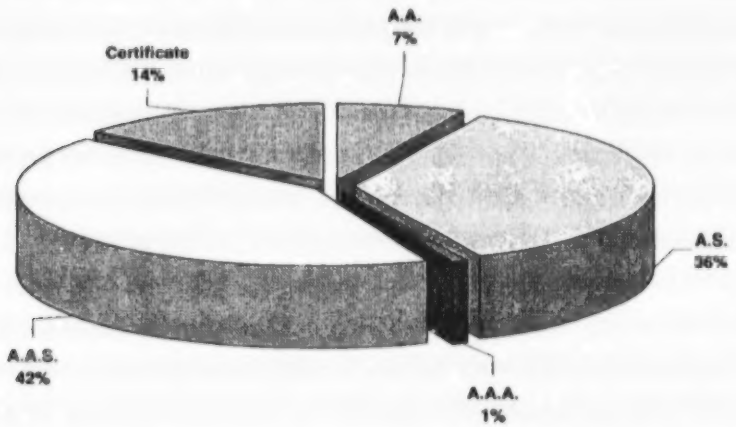
[2] Students who graduated in summer 1999, fall 1999, and spring 2000 are included in this group.

BEST COPY AVAILABLE

Award Types

The different awards earned by the survey respondents are presented in Figure 1. Most respondents (57%) graduated with an occupational-technical award. The Associate in Applied Science (A.A.S.) degree was the most frequently awarded occupational-technical degree (42%), followed by Certificates (14%) and the Associate in Applied Arts (A.A.A.) degree (1%). Forty-three percent of the respondents obtained transfer degrees that allow them to continue their studies at a university. Among the transfer degrees, the Associate in Science (A.S.) degree was most frequently awarded (36%) followed by the Associate in Arts (A.A.) degree (7%).

Figure 1: Award Types Earned by Survey Respondents

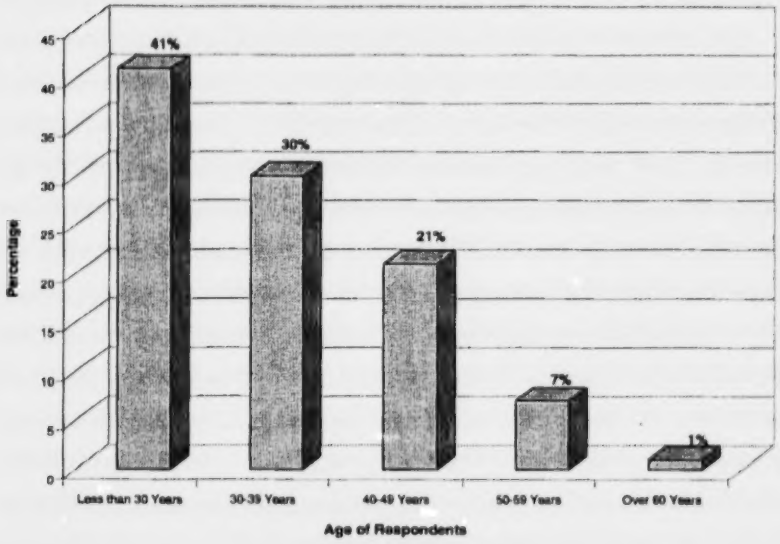


Age of Respondents

As presented in Figure 2, the majority of the respondents were under 40 years of age. Approximately 41% of the respondents were less than 30 years of age, 30% were between 30 and 39 years of age, 21% were between 40 and 49 years of age, and 8% were 50 years of age or more.

The median age of respondents who graduated from NVCC with an occupational-technical award was higher than the median age of respondents who graduated with a transfer award. The median age of respondents with A.A. and A.S. degrees was 24 years and 28 years respectively. In comparison, the median age of A.A.A., A.A.S., and Certificate award recipients was 33 years, 35 years, and 36 years respectively.

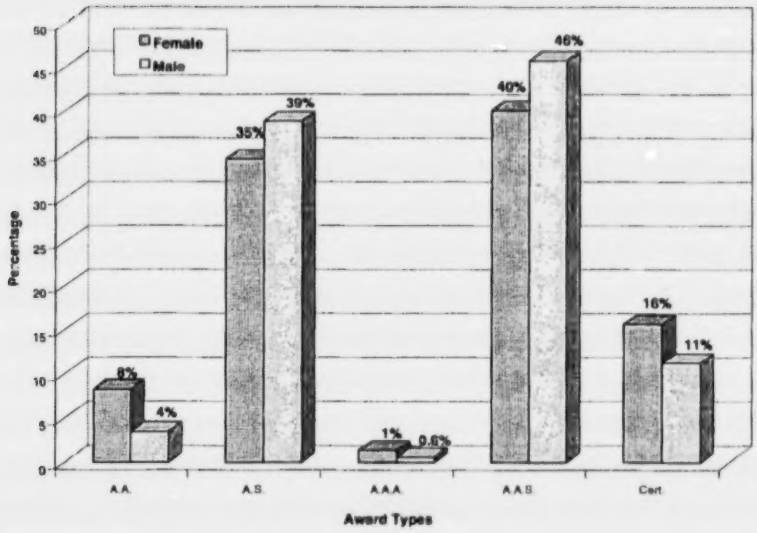
Figure 2: Age Profile of Respondents



Gender

For the past several years the number of female students and graduates at NVCC has outnumbered the number of male students and graduates. The 1999-2000 academic year was no exception. Thirty-five percent of the respondents to the graduate survey were male versus 65% who were female (see Table 2). The highest percentage of male and female respondents graduated with an Associate in Applied Science (A.A.S.) degree (46% and 40% respectively). The second most popular degree with both male and female respondents was the Associate in Science (A.S.) degree. Thirty-nine percent of male respondents graduated with an A.S. degree compared with 35% of female graduates. A higher proportion of female compared to male respondents obtained Certificates and Associate in Arts (A.A.) awards. Approximately 16% of female respondents obtained a Certificate award compared with 11% of male respondents. The percentage of female respondents with an A.A. degree was twice as high as the proportion of male respondents (8% vs. 4%). This information is displayed in Figure 3.

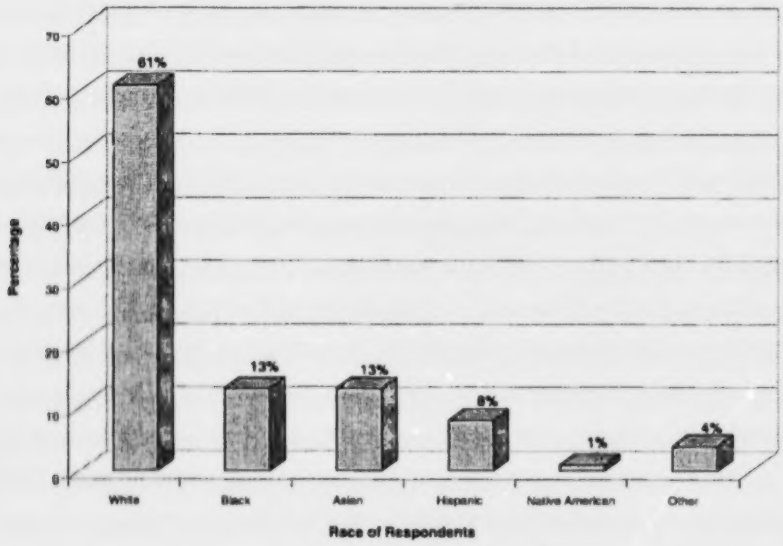
Figure 3: Award Types by Gender



Race

The majority of the survey respondents were White (61%), followed by Black respondents (13%), Asian respondents (13%) and Hispanic respondents (8%). Native American respondents and those who identified themselves as belonging to the "Other" category represented 5% of the respondents to the graduate survey (see Figure 4).

Figure 4: Race of Respondents



BEST COPY AVAILABLE

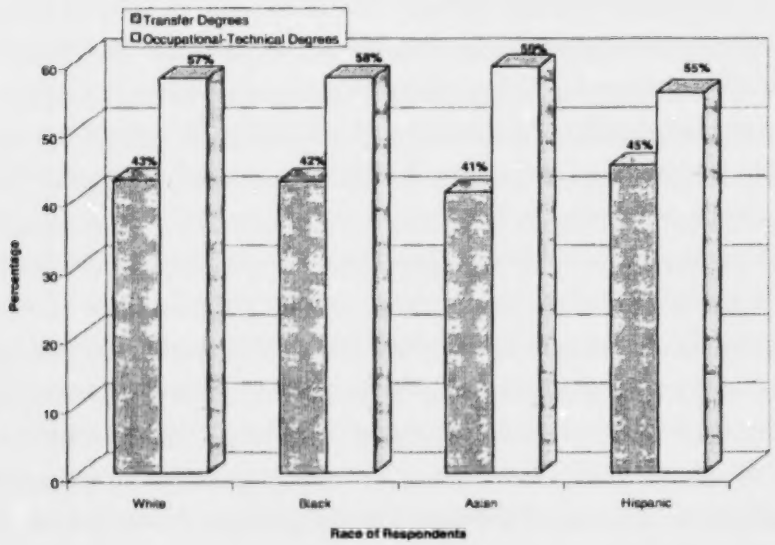
Table 3 presents the respondents' award types by race. Among White (46%), Asian (44%), and Hispanic respondents (37%) the A.A.A./A.A.S. degree was the most frequently awarded. Black respondents (39%) most frequently earned an A.S. degree. Respondents of the "Other" category most frequently graduated with an A.A.A. or A.A.S. degree (38%).

Table 3: Award Types by Race

Award Type	Race of Respondents											
	White		Black		Asian		Hispanic		Native American		Other	
	#	%	#	%	#	%	#	%	#	%	#	%
A.A.	40	6.7	5	3.9	3	2.4	8	10.5	2	18.2	6	14.3
A.S.	213	35.9	49	38.6	47	38.5	26	34.2	4	36.3	11	26.2
A.A.A./A.A.S.	270	45.5	48	37.8	54	44.3	28	36.9	4	36.4	16	38.1
Certificate	71	11.9	25	19.7	18	14.8	14	18.4	1	9.1	9	21.4
Total	**594**	**100.0%**	**127**	**100.0%**	**122**	**100.0%**	**76**	**100.0%**	**11**	**100.0%**	**42**	**100.0%**

Figure 5 presents the percentage of respondents who obtained either a transfer award (A.A. & A.S.) or an occupational-technical award (A.A.A., A.A.S. & Certificate) by race. Regardless of the race of the respondents, the majority obtained an occupational-technical award. Fifty-nine percent of the Asian respondents earned an occupational-technical award, followed by 58% of the Black respondents, 57% of the White respondents, and 55% of the Hispanic respondents (see Figure 5).

Figure 5: Award Types by Race



BEST COPY AVAILABLE

Section 3: Goals of Respondents

Stated Goals at NVCC

In the survey, graduates were asked about their primary goal upon entering NVCC. Fifty-five percent of the 938 respondents to this question stated that transfer to a university was their primary goal (see Table 4). Thirty-five percent stated that their primary goal was to acquire the skills necessary to enter the workforce or to improve their job skills. Ten percent of the respondents indicated that they enrolled at NVCC for personal enrichment.

As might be expected the vast majority of respondents with transfer degrees (85%) reported "Transfer" as their primary goal. The majority of respondents with occupational-technical awards indicated that their primary goal was to enter the workforce or improve their job skills (56%). Almost one-third of the respondents with occupational-technical awards, however, indicated that "Transfer" was their primary goal. Eleven percent or less of the respondents with either a transfer or occupational-technical award indicated that they primarily enrolled at NVCC for personal enrichment.

Table 4: Stated Goals By Award Type

Stated Goals	Transfer Degrees (A.A. & A.S.)		Occupational-Technical Degrees (A.A.A., A.A.S., & Cert.)		All Awards	
	#	%	#	%	#	%
Transfer	343	85.3	176	32.8	519	55.3
Enter Workforce	15	3.7	190	35.5	205	21.9
Improve Job Skills	11	2.7	110	20.5	121	12.9
Personal Enrichment	33	8.2	60	11.2	93	9.9
Total	**402**	**100.0%**	**536**	**100.0%**	**938**	**100.0%**

As shown in Table 5, the respondents' primary goals at NVCC were also analyzed according to the graduates' age group. For respondents up to age 50, transfer to a four-year institution was the most frequently stated primary goal. The proportion of respondents who indicated that transfer to a four-year institution was their primary goal decreased with increasing age. Specifically, 72% of respondents age 30 or less indicated that their primary goal was "Transfer" compared with approximately 53% of respondents age 30 to 39 and approximately 38% of respondents age 40 to 49.

Most respondents age 50 or over reported that their primary goal was to "Enter the Workforce" or "Improve Job Skills." Over 30% of the respondents 50 to 59 years of age stated that their primary goal was to improve their job skills and 40% of the respondents 60 years of age or more stated that their primary goal was to enter the workforce. Furthermore, it was found that the proportion of respondents indicating "Personal Enrichment" as their primary goal increased with increasing age. Four percent of respondents under the age of 30 indicated that they enrolled at NVCC primarily for personal enrichment compared with 20% or more of respondents 50 years of age or more.

BEST COPY AVAILABLE

Table 5: Stated Goals by Age

Stated Goals	Age of Respondents									
	< 30 Years		30-39 Years		40-49 Years		50-59 Years		60+ Years	
	#	%	#	%	#	%	#	%	#	%
Transfer	278	72.0	148	52.7	73	37.8	18	26.5	2	20.0
Enter Workforce	75	19.4	66	23.5	48	24.9	12	17.7	4	40.0
Improve Job Skills	17	4.4	39	13.9	41	21.2	22	32.4	2	20.0
Personal Enrichment	16	4.2	28	9.9	31	16.1	16	23.5	2	20.0
Total	**386**	**100.0%**	**281**	**100.0%**	**193**	**100.0%**	**68**	**100.0%**	**10**	**100.0%**

Achievement of Stated Goals

Tables 6 and 7 present the responses from graduates for two survey questions concerning educational goals. Both overall and for each award type, 90% of the respondents felt they had attained their educational goal.

Table 6: Achievement of Educational Goal

"Was Your Goal Achieved?"	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards	
	#	%	#	%	#	%
Yes	367	90.0	479	89.5	846	89.7
No	41	10.0	56	10.5	97	10.3
Total	**408**	**100.0%**	**535**	**100.0%**	**943**	**100.0%**

Furthermore, Table 7 shows that approximately one quarter of the respondents changed their goals while attending NVCC.

Table 7: Goal Change While Attending NVCC

"Did Your Goal Change?"	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards	
	#	%	#	%	#	%
Yes	92	22.5	141	25.7	233	24.3
No	317	77.5	408	74.3	725	75.7
Total	**409**	**100.0%**	**549**	**100.0%**	**958**	**100.0%**

BEST COPY AVAILABLE

Future Academic Goals

Ninety-six percent of all respondents expressed their intention of pursuing another degree. Of these, 37% planned to obtain a bachelor's degree, 37% a master's degree, and 13% a doctorate or professional degree. Eight percent of the respondents intended to study toward another associate's degree (see Table 8). Only 4% of the respondents did not have any further educational goals.

Table 8: Future Academic Goals

Goals	Number of Respondents	Percent of Respondents
No Additional Degree	38	4.2
Associate	74	8.2
Bachelor's	337	37.4
Master's	336	37.3
Doctorate/Professional	116	12.9
Total	**901**	**100.0%**

Goals by Age

Table 9 presents the stated future academic goals of the respondents by age. Respondents under the age of 30 and those between 30 and 39 years of age most frequently stated that they intended to pursue a master's degree (40% and 43% respectively). Forty percent of respondents age 40 to 49 and 52% of respondents age 50 to 59 planned on pursuing a bachelor's degree. Forty percent of the respondents who were 60 years of age or more planned to study toward a master's degree.

Table 9: Future Academic Goals by Age

Goals	Age of Respondents									
	< 30 Years		30-39 Years		40-49 Years		50-59 Years		60+ Years	
	#	%	#	%	#	%	#	%	#	%
No Additional Degree	10	2.7	7	2.5	10	5.5	9	14.1	2	20.0
Associate	15	4.1	21	7.5	29	15.8	8	12.5	1	10.0
Bachelor's	131	35.9	98	35.1	74	40.4	33	51.5	1	10.0
Master's	145	39.7	120	43.0	57	31.2	10	15.6	4	40.0
Doctorate/Professional	64	17.5	33	11.8	13	7.1	4	6.3	2	20.0
Total	**365**	**100.0%**	**279**	**100.0%**	**183**	**100.0%**	**64**	**100.0%**	**10**	**100.0%**

BEST COPY AVAILABLE

Goals By Race

White respondents most often stated that the highest degree they intended to obtain was a bachelor's degree (39%). Approximately equal proportions of Black respondents intended to acquire a bachelor's (35%) or master's degree (36%) in the future. Forty percent of Asian respondents planned to obtain a bachelor's degree in the future and another 40% planned to obtain a master's degree. The highest academic degree that Hispanic respondents most frequently intended to achieve in the future was a master's degree (37%). Among all the racial groups, Black respondents had the highest proportion of those who intended to pursue a doctorate or professional degree in the future (21%). They were followed by Hispanic respondents with 16% and White and Asian respondents each with 11%.

Table 10: Future Academic Goals by Race

Goals	White Respondents		Black Respondents		Asian Respondents		Hispanic Respondents		Total *	
	#	%	#	%	#	%	#	%	#	%
No Additional Degree	27	4.9	1	0.9	2	1.8	5	7.1	35	4.1
Associate	51	9.2	8	6.7	8	7.3	5	7.1	72	8.5
Bachelor's	216	39.1	42	35.3	44	40.4	23	32.9	325	38.2
Master's	198	35.9	43	36.1	43	39.5	26	37.2	310	36.5
Doctorate/Professional	60	10.9	25	21.0	12	11.0	11	15.7	108	12.7
Total	**552**	**100.0%**	**119**	**100.0%**	**109**	**100.0%**	**70**	**100.0%**	**850**	**100.0%**

* Native American students and students who stated that they were included in an "Other" racial category were not included in this total due to their small percentage of the total population.

Section 4: Employment and Income

Employment Status

Out of 884 respondents who answered the question, "What is your current occupational status?" 84% was employed. Specifically, 64% of the respondents worked full time, 18% worked part time, and 2% worked part time while seeking full-time employment. Approximately 16% of the respondents were unemployed. Of the 16% who were unemployed, 10% were not looking for work (see Table 11 and Figure 6).

Table 11 further shows that higher proportions of respondents with an occupational-technical award were employed full time compared to respondents with a transfer award. Specifically, 72% of respondents with an occupational-technical award were employed full time versus 52% of respondents with a transfer award. However, a higher proportion of transfer respondents than occupational-technical respondents were employed part time. Twenty-seven percent of transfer respondents held part-time jobs compared with 12% of respondents with an occupational-technical award.

Differences were found between transfer and occupational-technical respondents who reported they were unemployed but were not seeking employment. While only 7% of respondents with occupational-technical awards were unemployed and not seeking employment, a substantially higher proportion of transfer respondents (14%) were reportedly unemployed and not seeking employment. There was, however, almost no difference between the percentages of transfer and occupational-technical respondents who stated that they were unemployed and looking for work.

Table 11: Occupational Status of Respondents by Award Type

Occupational Status	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards	
	#	%	#	%	#	%
Employed Full Time	199	52.0	362	72.2	561	63.5
Employed Part Time	102	26.6	58	11.6	160	18.1
Unemployed (Seeking Employment)	22	5.7	35	7.0	57	6.4
Unemployed (Not Seeking Employment)	53	13.9	36	7.2	89	10.1
Employed Part Time (Seeking Full-Time Employment)	7	1.8	10	2.0	17	1.9
Total	**383**	**100.0%**	**501**	**100.0%**	**884**	**100.0%**

Figure 6: Occupational Status of Respondents

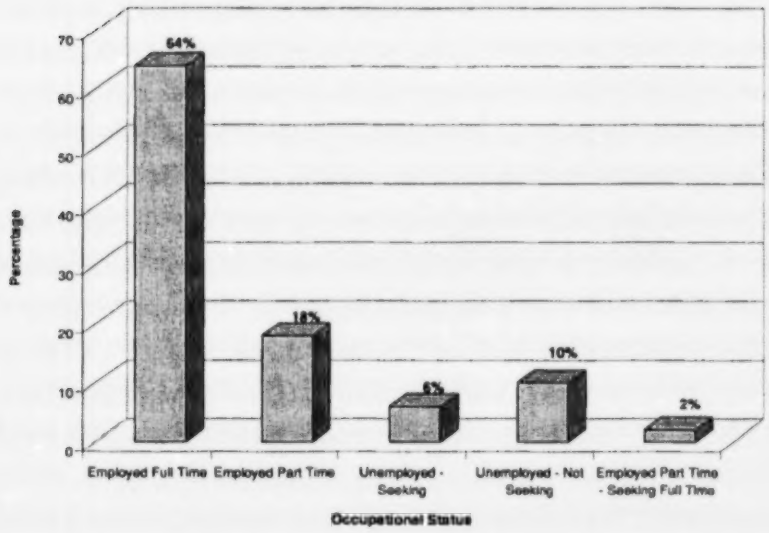


Table 12 displays the occupational status of the respondents according to age. The majority of respondents 59 years or younger, were employed full time. Specifically, 51% of respondents below 30 years of age were employed full time followed by 70% of respondents 30-39 years of age, 77% of respondents 40-49 years of age, and 73% of respondents 50-59 years of age. Full-time employment increased with age peaking with respondents who were 40-49 years of age.

The proportion of respondents who were employed part time was highest for those 60 years of age or more (50%), followed by respondents under 30 years of age (29%). Less than 15% of respondents in the other age groups were employed part time.

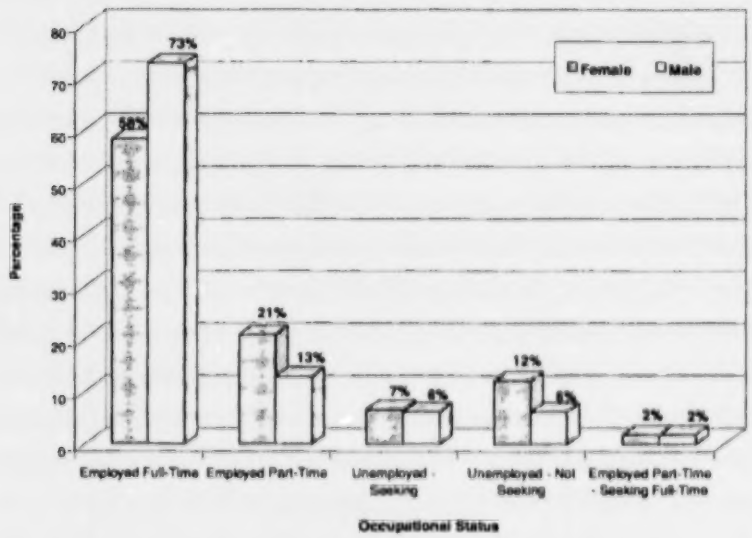
A similar trend to that of part-time employed respondents occurred for respondents who were unemployed and seeking employment. The highest proportion of respondents who were unemployed and seeking employment were 60 years of age or older (10%), followed by respondents who were 30 years of age or less (8%). Between 3% and 6% of the respondents 30 to 59 years of age were unemployed and seeking employment (see Table 12).

Table 12: Occupational Status by Age

Occupational Status	Age of Respondents									
	< 30 Years		30-39 Years		40-49 Years		50-59 Years		60 + Years	
	#	%	#	%	#	%	#	%	#	%
Employed Full Time	180	50.6	190	70.1	141	77.1	47	73.4	3	30.0
Employed Part Time	94	26.4	38	14.0	17	9.3	6	9.4	5	50.0
Unemployed (Seeking Employment)	28	7.9	17	6.3	9	4.9	2	3.1	1	10.0
Unemployed (Not Seeking Employment)	44	12.3	24	8.9	14	7.6	6	9.4	1	10.0
Employed Part Time (Seeking Full-Time Employment)	10	2.8	2	0.7	2	1.1	3	4.7	0	0.0
Total	**356**	**100.0%**	**271**	**100.0%**	**183**	**100.0%**	**64**	**100.0%**	**10**	**100.0%**

The majority of both male and female respondents were employed full time. At 73%, the proportion of male respondents reporting full-time employment was much higher than the proportion of full-time employed female respondents (58%). Female respondents, on the other hand, more frequently stated that they were working part time. Twenty-one percent of female respondents versus 13% of male respondents were working in part-time positions. An equal proportion of male and female respondents stated that they were employed part time but seeking full-time employment (2%). A larger proportion of female respondents (12%) compared with male respondents (6%) reported being unemployed and not seeking employment (see Figure 7).

Figure 7: Occupational Status of Respondents by Gender



The occupational status of the respondents according to race is presented in Table 13. Regardless of race, the majority of respondents were employed full time. The highest full-time employment rate was reported for Black respondents (75%). The proportions of White, Hispanic, and Asian respondents employed full time were 65%, 56%, and 52% respectively. The highest rate of part-time employment was for Hispanic respondents (24%). Part-time employment of White and Asian respondents was 18% for each of the two groups. Approximately 11% of White, Asian and Hispanic respondents were unemployed and not seeking employment. The proportion of graduates who were unemployed and seeking employment was highest for Asian respondents (14%) followed by Hispanic respondents (10%), and Black respondents (7%). The proportion of graduates employed part time and seeking full-time employment was highest for Asian respondents (6%), followed by Black respondents (2%), and White respondents (1%).

Table 13: Occupational Status by Race

Occupational Status	Race of Respondents											
	White		Black		Asian		Hispanic		Native American		Other	
	#	%	#	%	#	%	#	%	#	%	#	%
Employed Full Time	354	65.4	85	74.6	57	51.8	38	55.9	4	36.4	23	57.5
Employed Part Time	100	18.5	14	12.3	20	18.2	16	23.5	2	18.2	8	20.0
Unemployed (Seeking Employment)	20	3.7	8	7.0	15	13.6	7	10.3	3	27.3	4	10.0
Unemployed (Not Seeking Employment)	60	11.1	5	4.4	12	10.9	7	10.3	2	18.2	3	7.5
Employed Part Time (Seeking Full-Time Employment)	7	1.3	2	1.7	6	5.5	0	0.0	0	0.0	2	5.0
Total	**541**	**100.0%**	**114**	**100.0%**	**110**	**100.0%**	**68**	**100.0%**	**11**	**100.0%**	**40**	**100.0%**

Table 14 displays the graduates' responses to the survey question "When did you obtain your current job?" The highest percentage of the respondents, 35%, obtained their job while attending NVCC. Another 34% obtained their job prior to enrolling at NVCC and 31% after graduating from NVCC.

Table 14: Time of Obtaining Current Job

"When Did You Obtain Your Current Job?"	Number of Respondents	Percent of Respondents
Before NVCC	264	33.9
While at NVCC	271	34.8
After Graduating from NVCC	244	31.3
Total	**779**	**100.0%**

In response to the question "Did your NVCC education help you obtain your current job?" the majority of the graduates, 58%, stated that their education had not helped them obtain their current job (see Table 15). Forty-two percent of the respondents, however, felt that their NVCC education had helped them obtain their current job. It should be noted that a considerable number of respondents obtained their jobs before attending NVCC.

Table 15: Effectiveness of NVCC Award in Obtaining Present Job

Effectiveness of NVCC Award in Obtaining Job	Number of Respondents	Percent of Respondents
Yes	327	42.3
No	446	57.7
Total	**773**	**100.0%**

Employment Benefits from an NVCC Degree

Graduates employed at the time of the survey were asked whether their NVCC award had helped them receive a salary increase, a promotion, a better job with a new employer, or other job-related benefits. Table 16 presents the job-related benefits that respondents received after graduating from NVCC. Results obtained for all awards show that the greatest proportion of respondents received an increase in pay (37%), followed by those who indicated that they had obtained a better job with a new employer (36%).

Female respondents with a transfer degree were more likely to receive a pay raise than their male counterparts (39% vs. 29%). However, 29% of male respondents versus 27% of female respondents with a transfer degree stated that they had found a better job with a new employer. An almost equal proportion of male and female respondents with transfer degrees (22%) indicated that they had been promoted.

The pattern for recipients of an occupational-technical award was similar. While female respondents with an occupational-technical award were more likely to receive a pay raise, male respondents were more likely to obtain a better job with a new employer. Thirty-nine percent of female respondents compared with 35% of male respondents reported a pay increase. Forty-four percent of male respondents versus 38% of female respondents with an occupational-technical award reported they had found a better job. Furthermore, 28% of male respondents versus 25% of female respondents with an occupational-technical award stated that they had received a promotion.

Table 16: Employment Benefits of NVCC Degree by Gender

Job Related Benefits	Transfer (A.A. & A.S.)				Occupational – Technical (A.A.A., A.A.S., & Certificate)				All Awards * (n=491)	
	Male		Female		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%
Pay Increase	22	29.3	39	38.6	40	34.5	78	39.2	179	36.5
Promotion	17	22.7	22	21.8	32	27.6	49	24.6	120	24.4
Better Job	22	29.3	27	26.7	51	44.0	75	37.7	175	35.6
Other	30	40.0	35	34.7	33	28.4	56	28.1	154	31.4

*Multiple responses were allowed for each category. For this reason, percentages do not add to 100%.

Relationship Between Current Job and NVCC Degree

Tables 17, 18, and 19 display the results obtained from responses to the survey question "Is your current job related to your NVCC degree/certificate?" Of the graduates who had earlier indicated that they were employed, 55% stated that their current job was related to their NVCC major. Over 68% of the jobs held by respondents with an occupational-technical award were related to their major. The percentage of respondents with transfer degrees whose jobs were related to their major was considerably lower. Of the respondents with a transfer degree, 35% stated that their current job was related to their NVCC major (see Table 17).

Table 17: Relationship of Job to NVCC Major

Relationship of Job to NVCC Major	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards *	
	#	%	#	%	#	%
Related	105	35.3	285	68.4	390	54.6
Not Related	192	64.7	132	31.6	324	45.4
Total	**297**	**100.0%**	**417**	**100.0%**	**714**	**100.0%**

* Includes only responses from graduates who reported being employed.

Table 18 presents information by race for those respondents who indicated that their jobs were related to their NVCC majors. Over 70% of White and minority respondents who graduated with occupational-technical degrees had jobs related to their programs of study. In contrast, under 30% of White and minority respondents with transfer degrees held jobs related to their major. Moreover, minority respondents with transfer degrees were more likely to hold jobs related to their major (30%) than White respondents with transfer degrees (25%).

Table 18: Respondents with Jobs Related to their Major, by Race

Degree Type	Race of Respondents					
	White		Minority		All Awards	
	#	%	#	%	#	%
Transfer (A.A. & A.S.)	65	25.4	40	29.9	105	26.9
Occupational-Technical (A.A.A., A.A.S., & Cert.)	191	74.6	94	70.1	285	73.1
Total	**256**	**100.0%**	**149**	**100.0%**	**390**	**100.0%**

Respondents, who indicated a relationship between their job and their NVCC major, were also analyzed according to gender. There were slight differences between male and female respondents among the degree categories. Respondents who had obtained occupational-technical degrees were more likely to hold jobs related to their majors than graduates who obtained transfer degrees. This was true for both male and female graduates (74% and 73% respectively).

Table 19: Respondents with Jobs Related to their Major, by Gender

Degree Type	Gender of Respondents					
	Male		Female		All Awards	
	#	%	#	%	#	%
Transfer (A.A. & A.S.)	38	26.4	67	27.2	105	26.9
Occupational-Technical (A.A.A., A.A.S., & Cert.)	106	73.6	179	72.8	285	73.1
Total	**144**	**100.0%**	**246**	**100.0%**	**390**	**100.0%**

Income Levels By Award Type

Table 20 presents salary information, by award types, for respondents who were employed either part time or full time.

- A.A. Degree: Just under 83% of the respondents with an A.A. degree were employed, with 41% of this group working full time and 41% working part time. The median salary for full-time employed respondents was $30,000 and $12,000 for part-time employed respondents.

- A.S. Degree: Eighty percent of respondents with an A.S. degree were employed, with 54% in this group working full time and 26% working part time. The median salary for respondents employed full time was $38,000, which was the highest reported full-time salary for all awards. The median salary for part-time employed respondents was $10,550.

- A.A.A./A.A.S. Degree: Eighty-seven percent of respondents with an A.A.A./A.A.S. degree were employed. Seventy-three percent of the respondents with this award were employed full time, and 14% were employed part time. The median salary of respondents, employed full time, was $36,494 and the median salary of respondents, employed part time, was $19,360.

- Certificate Degree: The overall employment level of respondents with a Certificate degree was slightly below 82%. Sixty-nine percent were working full time and 12% held part-time jobs. The median salary for respondents employed full time was $33,000 and $10,504 for part-time employed respondents.

Table 20: Median Income Levels by Award Type

Employment Status	Median Income Levels			
	A.A. (n=35)	A.S. (n=176)	A.A.A./A.A.S. (n=204)	Certificate (n=64)
Employed Full Time	$30,000	$38,000	$36,494	$33,000
Employed Part Time	$12,000	$10,550	$19,360	$10,504

Section 5: Education After NVCC

Current Educational Status of Graduates

The graduate survey also included a question about the graduates' current educational status. Of the 898 respondents to this question, 57% affirmed that they studied either full time or part time. Table 21 breaks down the educational status of the respondents according to their NVCC award type.

Regardless of award type, approximately 30% of the NVCC graduates studied on a part-time basis and 27% studied on a full-time basis. Of the respondents with a transfer degree, 43% stated that they were full-time students. In contrast, only 15% of respondents with occupational-technical awards studied full time.

In addition, over half of the respondents with occupational-technical awards indicated they were not a student compared with 27% of transfer respondents who indicated they were not a student.

Table 21: Educational Status by NVCC Award Type

Educational Status	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards	
	#	%	#	%	#	%
Full-Time Student	171	43.3	74	14.7	245	27.3
Part-Time Student	118	30.0	148	29.4	266	29.6
Not a Student	105	26.7	282	55.9	387	43.1
Total	**394**	**100.0%**	**504**	**100.0%**	**898**	**100.0%**

NVCC Preparation For Advanced Studies

The survey asked graduates to rate their NVCC education as preparation for their present college studies. A total of 484 graduates responded to this question. Table 22 presents results obtained for transfer degree graduates, occupational-technical degree graduates, and the combined results for both award categories.

There were no large differences between the overall results and the results obtained for each of the award categories. Over half of the respondents felt that the preparation they had received from NVCC was excellent (56%). Another 43% reported that their preparation was adequate. Less than 3% of the respondents stated they had been inadequately prepared for their present studies.

Table 22: Educational Preparation for Present Studies

Preparation	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards	
	#	%	#	%	#	%
Excellent	157	56.7	113	54.6	270	55.8
Adequate	119	43.0	88	42.5	207	42.8
Inadequate	1	0.3	6	2.9	7	1.4
Total	**277**	**100.0%**	**207**	**100.0%**	**484**	**100.0%**

Difficulties With Transferring Credits

Since a large proportion of NVCC graduates continue their education at universities, it is important to the College that students are able to transfer credit hours without difficulties to these institutions. The respondents' most common credit transfer problems are presented in Table 23. Seventy-one respondents cited problems in transferring NVCC credit hours. This total excludes respondents who experienced credit transfer problems but failed to state a reason.

Independent of award type, respondents most frequently cited "Transfer As Electives Only" as their most common credit transfer problem. Overall, 80% of the responses to the question referred to this particular credit transfer problem. The proportion of transfer respondents citing this problem was slightly higher (86%) than the proportion of occupational-technical respondents (72%). In addition, 10% of respondents with an occupational-technical award and 7% of respondents with a transfer award cited "New Field of Study" as their major credit transfer problem. Eleven percent of all responses referred to other problems encountered in transferring NVCC credit hours.

Table 23: Difficulties in Transferring NVCC Credit Hours to Other Institutions

Transfer Difficulties	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards *	
	#	%	#	%	#	%
Transfer As Electives Only	36	85.7	21	72.4	57	80.3
New Field of Study	3	7.1	3	10.4	6	8.4
Other	3	7.2	5	17.2	8	11.3
Total	**42**	**100.0%**	**29**	**100.0%**	**71**	**100.0%**

* Only responses from graduates who confirmed problems transferring NVCC credits are included. Overall totals do not include those who failed to give a reason for their credit transfer problems.

Area Colleges Attended By NVCC Graduates

Four hundred and seventy-three respondents provided the name of the institution at which they were continuing their education. Eighty-six percent of the respondents continued their education at institutions in Virginia, 6% in Maryland, and 2% in the District of Columbia. The remaining 6% transferred to colleges/universities in other states. As in the past, almost half of the respondents transferred to George Mason University (47%). Twenty percent of graduate survey respondents elected to continue their studies at NVCC and 6% transferred to Strayer University.

The University of Maryland was the most popular out-of-state university attended by NVCC respondents. Five percent of the survey respondents transferred to the University of Maryland. The percentage of respondents studying at the University of Maryland was higher than the percentage of respondents at Old Dominion (3%), Marymount (2%), James Madison (2%), and Mary Washington (2%). Less than 1% of the respondents studied at universities located in the District of Columbia.

Table 24: Colleges and Universities Attended by Respondents, 2000

Virginia		**Maryland**	
GMU	223	U. OF MARYLAND	22
NVCC	95	OTHER MD	7
STRAYER UNIVERSITY	27	**Maryland Total**	**29**
OLD DOMINION	14		
MARYMOUNT	11	**Washington, D.C.**	
JAMES MADISON	9	HOWARD UNIVERSITY	4
MARY WASHINGTON	9	GEORGE WASHINGTON	2
UVA	4	GEORGETOWN	1
RADFORD	3	UNIVERSITY OF D.C.	1
SHENANDOAH UNIV.	3	**Washington, D.C. Total**	**8**
VCU	3		
VPI	3		
AVERETT	2		
WILLIAM AND MARY	1		
Virginia Total	**407**	**Other States - Total**	**29**
2000 TOTAL		**473**	

Section 6: Satisfaction with NVCC Education

In addition to the survey questions developed by the Office of Institutional Research, graduates were asked to complete a separate survey of nine questions from the State Council for Higher Education in Virginia (SCHEV). The SCHEV survey was designed to gather comparable data from all community college graduates in the state of Virginia. To achieve this goal SCHEV asked all Virginia community colleges to have their graduates respond to these questions. It should be noted that several of the SCHEV mandated questions were similar in content to questions in NVCC's graduate survey.[3]

Evaluation of Community College Programs

One of the questions unique to the SCHEV mandated section of the graduate survey was "To what extent does your community college degree program help you perform in the workplace?" Of the 611 respondents to this question, an almost equal proportion of the graduates replied that their NVCC degree had either helped them very much or helped them somewhat in their workplace performance. The remaining 28.8% of the respondents were equally divided between those who felt that their NVCC degree had helped them perform in the workplace either very little or not at all (see Table 25).

Table 25: Responses to the Survey Question "To What Extent Does Your Community College Degree Help You Perform in the Workplace?"

Degree Assisting In Workplace	Respondents	
	#	%
Very Much	219	35.8
Somewhat	216	35.4
Very Little	88	14.4
Not At All	88	14.4
Total	**611**	**100.0%**

In response to the question, "To what extent did your community college degree program prepare you for responsible citizenship?" the majority of respondents felt that their NVCC degree program had helped them prepare for responsible citizenship. Thirty-eight percent believed that their NVCC degree program had contributed somewhat in preparing them for responsible citizenship. Another 24% affirmed that their NVCC degree had very much prepared them for responsible citizenship. The remaining 38% was either helped very little or not at all in becoming responsible citizens.

The SCHEV section of the survey also asked graduates to evaluate their community college degree program in the areas of education, advising, and course availability. The results obtained for each of these areas are presented in Table 26. More than 75% of the respondents maintained that they were very much satisfied with their NVCC education. Just over 20% of the respondents were somewhat satisfied. Less than 2% of the respondents indicated dissatisfaction with their education at NVCC.

[3] A copy of the SCHEV Mandated Survey instrument is attached at the end of this report.

Results obtained from respondents on their level of satisfaction with advising differed sharply from those obtained in the area of education. Thirty-seven percent of the respondents were very much satisfied and 39% were somewhat satisfied with advising. A total of 19% were either very little or not at all satisfied with advising at NVCC (see Table 26).

In their ratings of course availability, 55% of the respondents were very much satisfied and 40% were somewhat satisfied with the selection of courses available at NVCC. Only 5% of the respondents indicated that they were either very little or not at all satisfied with course availability at NVCC (see Table 26).

Table 26: Satisfaction with NVCC Education, Advising, and Course Availability

Level of Satisfaction	Satisfaction with NVCC Education (n=793)		Satisfaction with NVCC Advising (n=777)		Satisfaction with NVCC Course Availability (n=796)	
	#	%	#	%	#	%
Very Much Satisfied	614	77.4	286	36.8	435	54.6
Somewhat Satisfied	164	20.7	302	38.9	316	39.7
Very Little Satisfied	12	1.5	112	14.4	29	3.6
Not At All Satisfied	3	0.4	36	4.6	10	1.3
Not Applicable	0	0.0	41	5.3	6	0.8
Total	**793**	**100.0%**	**777**	**100.0%**	**796**	**100.0%**

Preparation for Bachelor's Degree Programs

The SCHEV survey also asked graduates whether they were currently pursuing a bachelor's degree. Out of the 785 respondents to this question, 55% confirmed that they were currently pursuing a bachelor's degree. This percentage does not include those respondents who had already completed a baccalaureate program or had stopped the program before graduation.

Two additional SCHEV questions were addressed only to those community college graduates who were pursuing a bachelor's degree at the time of the survey. The information gathered for these two questions is displayed in Table 27. In response to the question "To what extent is this bachelor's degree program related to your community college degree program?" 56% of the respondents acknowledged that their current degree program was very much related to their NVCC degree. Another 29% stated that their current program was somewhat related. Fifteen percent replied that their current program had very little or no relationship at all to their NVCC degree.

In response to the second SCHEV question "To what extent did your community college degree program prepare you academically for the bachelor's program?" 55% confirmed that it had very much prepared them and 36% stated that it had somewhat prepared them for their current bachelor's program (see Table 27). Under 10% of the respondents to this question reported that they had been prepared very little or not at all for their bachelor's degree program.

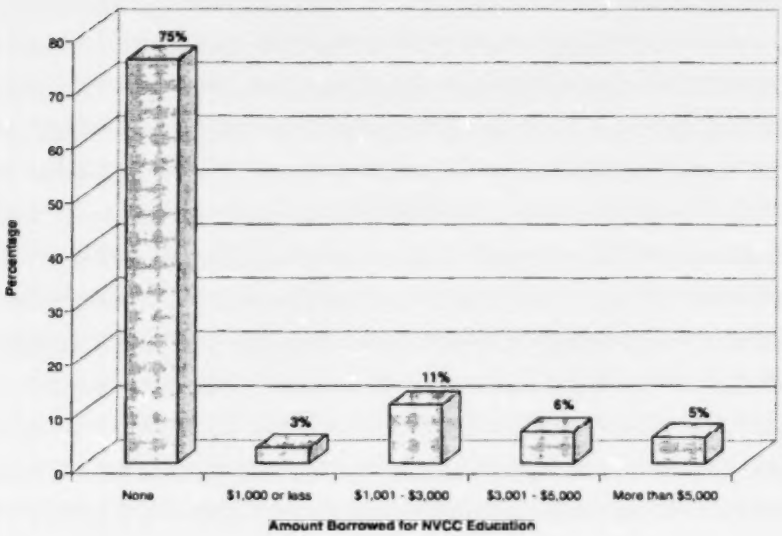
Table 27: Preparation for Bachelor's Degree Programs

Level of Satisfaction	Extent Bachelor's Related to NVCC Degree (n=413)		Prepared Academically for Bachelor's Degree (n=412)	
	#	%	#	%
Very Much	230	55.7	227	55.1
Somewhat	120	29.0	148	35.9
Very Little	42	10.2	32	7.8
Not At All	21	5.1	5	1.2
Total	**413**	**100.0%**	**412**	**100.0%**

Money Borrowed for NVCC Education

The SCHEV section of the survey asked graduates to respond to the question, "How much money did you borrow to pay for tuition, books and other educational expenses before you graduated from this community college?" Seven hundred and ninety-four responses were received in answer to this question. Approximately 75% of the respondents had not borrowed any money to pay for educational expenses incurred at NVCC. Three percent of the respondents had borrowed $1,000 or less, 11% had borrowed between $1,001 and $3,000, and 6% had borrowed between $3,001 and $5,000. Five percent of the respondents stated that they had borrowed more than $5,000 to defray their educational expenses (see Figure 8).

Figure 8: Money Borrowed to Pay for NVCC Education



Section 7: Evaluation of Faculty, Instruction, and Facilities

Comments From the NVCC Graduate Survey

In addition to answering questions regarding the level of satisfaction with NVCC education, careers and salaries, graduates were also asked to assess their academic instruction, instructors, and College services and facilities.[4] At the end of the survey, the graduates were asked through open-ended questions to describe what was best about their NVCC education, what problems they encountered as NVCC students, and how the College could improve its services. All of the comments were compiled into a document for use in planning and decision-making activities.[5] A small sample of the randomly selected comments is presented below.[6]

Question 1:
The first of the three questions was "What was best about your NVCC education?" There were a wide variety of responses from graduates from all five campuses.

- "I absolutely loved my years at NVCC. I especially loved the faculty involvement and availability. I felt as if my professors loved to teach and really wanted their students to be as excited about the subject matter as they were. Because of my outstanding teachers, I ended up loving classes that I would normally loathe, like Bio and Math. After transferring I was academically way ahead of my classmates who had not attended NVCC."
- "Excellent teachers, good class sizes, everyone willing to help, many learning facilities, such as math lab, writing center, etc."
- "It prepared me with skills that are hot on today's market and that employers are looking for. Prices are very affordable. Inexpensive and easy to coordinate classes with work. Accelerated IST program was structured well for working adults."
- "The best about my NVCC education was the availability of classes offered. I was able to work full time and go to school part time."
- "...Your Math center is outstanding and the faculty in the Math department is very dedicated and good at presenting the concepts (there are exceptions). If it were not for the above and beyond help I received, I wouldn't be able to pursue a bachelor's degree at GMU... . "
- "...The easy entry was also helpful to me, since I wasn't an honor student in high school, the college was a way for me to get started right away without hassles (e.g. SAT scores, PSAT scores, etc.). I also became motivated to get a degree. I had everything I needed. The flexibility of taking courses on campus or by ELI. I also respected the knowledge of my teachers/professors."

---

[4] OIR Report No. 28-01, *Evaluation of NVCC Instruction, Services, and Facilities by 2000 Graduates* presents further evaluations given by respondents from the 2000 graduate survey.

[5] See OIR Report No. 27-01, *Comments from NVCC Graduates by Campus: Class of 2000*, for all of the comments from respondents of the 2000 graduate survey.

[6] Because the graduate survey is confidential, OIR has taken precautions to ensure that survey responses are not linked to any graduate, faculty or staff member. However, grammatical editing was kept to a minimum.

Question 2:
The second question for comment was "What were the major problems, if any, in your NVCC experience?" Respondents addressed a wide variety of concerns from the various campuses. The following are some selected responses:

- "Graduation was very unorganized."
- "As a non-driver I felt that access to the Annandale campus was inadequate! Why no shuttle service to Dunn Loring?"
- "NVCC needs to have more motivated counselors."
- "NVCC is not as connected to the four year universities as I would have liked. The curriculum did not match up and I was forced to repeat credits."
- "Lack of guidance in course studies for my technical area."
- "The computers/software needed to complete classes were poor. Not updated to current versions very quickly and in need of repair frequently."
- "Not enough hands on training in the Networking degree courses."
- "Too many classes were canceled due to less than 15-20 students in classes."
- "Some of the book prices are a bit high."
- "I had problems with some ELI instructors who were slow responding to my questions and assignments."
- "After finishing my NVCC education, I couldn't get a job related to my degree, because I had no work experience (even though I sent a lot of resumes to many places and career fairs)."

Question 3:
The third question for comment was "How can NVCC improve its instruction and services?" Similar to the previous two questions, there were a wide variety of responses from the graduates from all the campuses. The following are some selected responses to this question:

- "Continue to expand distance learning opportunities. Expand weekend college options and ELI. Modernize distance education classes."
- "More Saturday classes would be appreciated. Also a cafeteria with a salad bar and healthy meals to help us keep going through our long days."
- "Hire more instructors that currently work in the work force that can bring actual work experience and work requirements to the students."
- "I think the lab facilities can improve a lot. I guess more money is needed but a lot of the instruments are outdated. When we go out into the practical world, we never see or use a lot of the things that we were told to do in the lab."
- "More night classes should be scheduled. Require instructors of the same course in different sections to follow a common format for teaching and testing students. Concentrate course content on specific skill and knowledge that the employment ads require."
- "Teachers need to actually be in their offices during office hours."
- "Support staff (advising, counseling, admissions) need to be better informed as to where to refer a student if they can not meet the student's request."
- "Go online with parking stickers and books."
- "I will never forget the fact that I received almost $100 worth of parking violation while parking at the meters. I was fined for parking violations even though I put more than enough money in the meters."
- "Definitely need better career counseling."

- "Have more classes transfer and offer classes that people can take while going to Mason - classes that Mason doesn't offer. Update the A.A. degrees to require a pre-calculus class instead of 120 to prevent other students from becoming 'blind-sided' by a four year institution."
- "Pay a little more attention to night students' needs."
- "Update curriculum to reflect job market's needs."
- "Become more up-to-date; more online courses, lectures, registrations. More accelerated learning courses (i.e. 6 or 8 weeks), soft cover textbooks."

Section 8: Summary

This report presents information gathered from NVCC graduates through the 1999-2000 graduate survey. The survey contains questions regarding educational goals, employment, and the impact NVCC has had on graduates who chose to continue their education. The survey also provided graduates the opportunity to rate their academic instruction at NVCC, their instructors, and College facilities and services.

There were 2,413 NVCC students who graduated during the 1999-2000 academic year. Of these, 40% responded to the graduate survey. Approximately 40% of the respondents were below 30 years of age and 30% were between 30 and 39 years of age. Over half of the respondents (65%) were female. Sixty-one percent of the respondents were White, 13% Black, 13% Asian, and 8% Hispanic. For the gender and age categories, small differences were noted between the percentage composition of the graduates and the percentage composition of the respondents.

Fifty-five percent of the respondents stated that upon entering NVCC their primary goal was to transfer to a four-year institution. Twenty-two percent stated that their primary goal was to enter the workforce. Of the graduates who responded to the question "Did Your Goal Change While Attending NVCC?" less than a quarter stated that their goal had changed. A high proportion of respondents, 90%, indicated that they had achieved their educational goal at NVCC. The majority of the respondents, 87%, planned to obtain an advanced degree: 37% a bachelor's degree, 37% a master's degree, and 13% a doctorate or professional degree.

Of 884 respondents, 64% were employed full time and 20% were employed part time. Six percent of the respondents were unemployed and looking for work. Another 10% were unemployed, but were not looking for work. Median salaries for full-time and part-time employed respondents varied among the different award types. For full-time employed respondents with an A.S. degree the median salary was $38,000. This was the highest median salary of all the awards. Recipients of an A.A.A./A.A.S. award had the highest median salary of those who were employed part-time ($19,360).

Twenty-seven percent of the respondents were attending school full time, 30% part time, and 43% were not attending a school. Four hundred and seventy-three respondents specified the name of the institution at which they were continuing their education. Of these 86% continued their studies at institutions in Virginia, 2% in the District of Columbia, 6% in Maryland, and 6% at institutions in other states. The most popular university with NVCC transfer respondents was George Mason University.

Based on questions from the SCHEV survey, 36% of the respondents stated that their NVCC degree had helped them very much with their workplace performance, 35% stated it had helped them somewhat, 14% stated that it had helped very little, and 14% stated that it had not helped them at all. When asked to what extent their community college degree program had prepared them academically for a bachelor's program, 55% replied that it had prepared them very much and 36% replied that it had prepared them somewhat.

Of the 794 respondents who specified how much money they had borrowed to pay for their educational expenses, 75% stated that they had not borrowed any money. Three percent had borrowed $1,000 or less, and 11% had borrowed between $1,001 and $3,000. Another 6%

stated that they had borrowed between $3,001 and $5,000 and 5% reported that they had borrowed more than $5,000 to pay for educational expenses incurred at NVCC.

APPENDIX

Table A1: Stated Goals by Award Type and Gender

Goals	Transfer (A.A. & A.S.)						Occupational – Technical (A.A.A., A.A.S., & Cert.)						All Awards	
	Male		Female		Total		Male		Female		Total		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Transfer	125	88.0	218	83.9	343	85.3	63	32.8	113	32.9	176	32.8	519	55.3
Enter Workforce	4	2.8	11	4.2	15	3.7	60	31.3	130	37.8	190	35.5	205	21.9
Improve Job Skills	7	4.9	4	1.5	11	2.8	48	25.0	62	18.0	110	20.5	121	12.9
Personal Enrichment	6	4.2	27	10.4	33	8.2	21	10.9	39	11.3	60	11.2	93	9.9
Total	**142**	**100.0**	**260**	**100.0**	**402**	**100.0**	**192**	**100.0**	**344**	**100.0**	**536**	**100.0**	**938**	**100.0**

Table A2: Stated Goals by Award Type and Race

Goals	Transfer (A.A. & A.S.)				Occupational-Technical (A.A.A., A.A.S., and Cert.)				All Awards	
	Minority		White		Minority		White		Total	
	#	%	#	%	#	%	#	%	#	%
Transfer	143	91.1	200	81.6	90	43.1	86	26.3	519	55.3
Enter Workforce	5	3.2	10	4.1	63	30.1	127	38.8	205	21.9
Improve Job Skills	1	0.6	10	4.1	31	14.8	79	24.2	121	12.9
Personal Enrichment	8	5.1	25	10.2	25	12.0	35	10.7	93	9.9
Total	**157**	**100.0**	**245**	**100.0**	**209**	**100.0**	**327**	**100.0**	**938**	**100.0**

NORTHERN VIRGINIA COMMUNITY COLLEGE
Office Of Institutional Research
2000 Graduate Survey

Do not mark in this space

If the address on the envelope is incorrect, please make changes below.

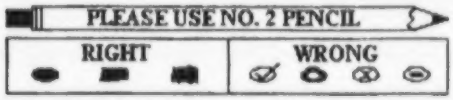
Name _____

Address _____

_____

*** CONFIDENTIAL SURVEY ***

HOW TO FILL OUT THIS SURVEY:



Use a dark pencil or pen. To mark an answer, color in the circle next to the response of your choice. Do NOT mark answer with a check and do NOT circle it. See example below. After you have answered all the questions, please return this survey to NVCC using the pre- paid return envelope. This survey should take about 10 minutes to complete.

Section A : Educational Goals

Please answer all questions in Section A. Fill in the one box for each question that best describes your situation.

1. When you were attending NVCC, what was your primary goal?
   - Transfer to four-year college/university
   - Career training to enter work force
   - Improvement of job skills
   - Personal enrichment

2. Did your goal change while attending NVCC?
   - Yes
   - No

3. Was your educational goal achieved?
   - Yes
   - No

4. What is the HIGHEST degree you plan to earn in the future?
   - No degree
   - Associate degree
   - Bachelor's degree
   - Master's degree
   - Doctorate or Professional degree

5. What is your current occupational status?
   - Full-time employment (35 or more hours/week)
   - Part-time employment (Less than 35 hours/week)
   - Part-time employment but seeking full-time employment
   - Not employed but actively seeking employment
   - Not employed and not actively seeking employment

Section B : Current Educational Status

If you are currently a student, answer all the questions in Section B. Fill in one box for each question.
If you are NOT currently a student, respond to Question 6 and then go to Section C.

6. What is your current educational status?
   - Full-time student (Taking 12 or more credits)
   - Part-time student (Taking fewer than 12 credits)
   - Not a student (Go to Section C, skip the rest of Section B))

7. Name of the college/university you presently attend:

_____

8. What is your present major field of study?

_____

9. Is your present major:
   - Related to your NVCC major
   - Not related to your NVCC major

10. How do you rate your NVCC education as preparation for your present college studies?
    - Excellent Preparation
    - Adequate Preparation
    - Inadequate Preparation

11. Did you have difficulty in transferring most of your NVCC credit hours to your transfer college?
    - No (or Not Applicable)
    - Yes - What was the major reason for the difficulty?
      - Some NVCC credits were transferred as electives only
      - Entirely new field of study at transfer institution
      - Other_____

Section C : Current Employment Status

If you are currently employed (full or part-time), fill out this section. Otherwise skip this section and go to Section D.

12. Please provide the following information about your current job (abbreviate if necessary).

    Name of Employer _____

    Street Address _____

    City, State, Zip _____

13. What is your job title? _____

BEST COPY AVAILABLE

14. Is your current job related to your NVCC degree/certificate?
- ☐ Yes - Related
- ☐ No - Not Related

15. When did you obtain your current job?
- ☐ Before attending NVCC
- ☐ While attending NVCC
- ☐ After graduating from NVCC

16. Did your NVCC education help you obtain your current job?
- ☐ Yes
- ☐ No

17. Did your NVCC education help you - (mark all that apply)
- ☐ Get a salary increase in your job?
- ☐ Gain a promotion?
- ☐ Get a better job with new employer?
- ☐ Other (specify)_____

18. What is your annual gross income before deductions? (DO NOT include overtime)

$,

Section D : Assessment of College Instruction

19. Considering your OVERALL experience, rate your education at NVCC. Fill in only one box for each question.

Excellent	Good	Average	Below Average	Poor	No Basis to Judge	
☐	☐	☐	☐	☐	☐	A. Writing Effectively
☐	☐	☐	☐	☐	☐	B. Speaking Effectively
☐	☐	☐	☐	☐	☐	C. Understanding Mathematics
☐	☐	☐	☐	☐	☐	D. Using Computers
☐	☐	☐	☐	☐	☐	E. Understanding International Issues
☐	☐	☐	☐	☐	☐	F. Cooperating With Others
☐	☐	☐	☐	☐	☐	G. Providing Leadership
☐	☐	☐	☐	☐	☐	H. Appreciating Other Points of View
☐	☐	☐	☐	☐	☐	I. Awareness of Many Cultures
☐	☐	☐	☐	☐	☐	J. Technical Knowledge in Your Area of Study
☐	☐	☐	☐	☐	☐	K. Understanding Fundamental Scientific Concepts

20. In the next section, please rate the instruction and faculty at NVCC. Fill in only one box for each question.

	Excellent	Good	Average	Below Average	Poor	No Basis to Judge	
INSTRUCTION :	☐	☐	☐	☐	☐	☐	A. Quality of Instruction
	☐	☐	☐	☐	☐	☐	B. Course Content
	☐	☐	☐	☐	☐	☐	C. Fairness of Grading
FACULTY:	☐	☐	☐	☐	☐	☐	A. Faculty Concern for Students
	☐	☐	☐	☐	☐	☐	B. Faculty Teaching Ability
	☐	☐	☐	☐	☐	☐	C. Faculty Availability
	☐	☐	☐	☐	☐	☐	D. Faculty Advisement

Section E : Assessment of College Services & Facilities

21. Please rate each of the items below by filling in only one box for each question.

Excellent	Good	Average	Below Average	Poor	Did Not Use	
☐	☐	☐	☐	☐	☐	1. Career & Educational Planning Services
☐	☐	☐	☐	☐	☐	2. Personal Counseling
☐	☐	☐	☐	☐	☐	3. Course & Program Advisement
☐	☐	☐	☐	☐	☐	4. Testing Lab Services
☐	☐	☐	☐	☐	☐	5. Learning Lab Services
☐	☐	☐	☐	☐	☐	6. Writing Lab Services
☐	☐	☐	☐	☐	☐	7. Extended Learning Institute Services (ELI)
☐	☐	☐	☐	☐	☐	8. Registration
☐	☐	☐	☐	☐	☐	9. Financial Aid
☐	☐	☐	☐	☐	☐	10. Student Activities
☐	☐	☐	☐	☐	☐	11. Campus Security Services
☐	☐	☐	☐	☐	☐	12. Bookstore
☐	☐	☐	☐	☐	☐	13. Services for Students with Disabilities
☐	☐	☐	☐	☐	☐	14. Maintenance & Custodial Services
☐	☐	☐	☐	☐	☐	15. Classrooms
☐	☐	☐	☐	☐	☐	16. Science Labs & Equipment
☐	☐	☐	☐	☐	☐	17. Computer Labs & Facilities
☐	☐	☐	☐	☐	☐	18. Library Facilities
☐	☐	☐	☐	40	☐	19. Learning Lab Facilities
☐	☐	☐	☐	☐	☐	20. Parking
☐	☐	☐	☐	☐	☐	21. Cafeteria
☐	☐	☐	☐	☐	☐	22. Physical Access

Thank you for your time. Write any comments on the next page. Mail survey using pre-paid envelope, NO postage is required.

NORTHERN VIRGINIA COMMUNITY COLLEGE
Office of Institutional Research
2000 Graduate Survey

COMMENTS: In a few words, please tell us what was best about your NVCC education, what were your major problems, and how the College might improve.

What was best about your NVCC education?

What were the major problems,if any, in your NVCC experience?

How can NVCC improve in its instruction and services?

OPTIONAL: Would you like to receive a telephone call to discuss any of your ratings? If so, please provide your name and telephone number.

Name: _____

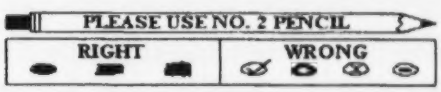
Day Phone: _____

Evening Phone: _____

Thank you for taking the time to fill out this survey. Please return it, using the enclosed postage paid envelope to:
Office of Institutional Research, NVCC
4001 Wakefield Chapel Road
Annandale, VA 22003.

NORTHERN VIRGINIA COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL RESEARCH
STATE MANDATED QUESTIONS

HOW TO COMPLETE THIS SURVEY:



To mark an answer, use a dark pencil or pen and color in the circle next to the response of your choice. Do NOT mark your answer with a check and do NOT circle it.

After you have answered all the questions, please return this survey to Northern Virginia Community College (NVCC) using the pre-paid return envelope. This survey should take about 10 minutes to complete.

If you have any questions about the survey please do not hesitate to call the NVCC Office of Institutional Research at (703) 323-3129.

---

1. To what extent were you satisfied with each of these aspects of your community college degree program?

A. Education	Very much	Somewhat	Very little	Not at all	Not applicable
B. Advising	Very much	Somewhat	Very little	Not at all	Not applicable
C. Course availability	Very much	Somewhat	Very little	Not at all	Not applicable

2. Are you currently employed?

- Yes, full-time
- Yes, part-time
- No, actively seeking employment
- No, not actively seeking employment

If you are not currently employed skip the next 2 questions and continue with question #5.

3. To what extent is your community college degree program related to your current occupation?

Very much Somewhat Very little Not at all

4. To what extent does your community college degree program help you perform in the workplace?

Very much Somewhat Very little Not at all

5. Are you currently pursuing a bachelor's degree?

- Yes, full-time
- Yes, part-time
- Yes, completed a baccalaureate program
- Yes, but stopped before graduation
- No

If you are not currently pursuing a bachelor's degree then skip the next 2 questions and continue with question #8.

6. To what extent is this bachelor's degree program related to your community college degree program?

Very much Somewhat Very little Not at all

7. To what extent did your community college degree program prepare you academically for the bachelor's program?

Very much Somewhat Very little Not at all

8. To what extent did your community college degree program prepare you for responsible citizenship (e.g. better informed about your community and the political process)?

Very much Somewhat Very little Not at all

9. How much money did you borrow to pay for tuition, books and other educational expenses before you graduated from this community college?

- None
- $1,000 or less
- $1,001 - $3,000
- $3,001 - $5,000
- More than $5,000

Thank you for your time. Mail survey using the enclosed pre-paid envelope, no postage is required.

NORTHERN VIRGINIA COMMUNITY COLLEGE

COLLEGE MISSION AND GOALS

The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and through lifelong educational opportunities.

To achieve this mission, the following strategic goals for 2001-2003 are established:

Goal 1:
To provide a diverse, highly qualified, energetic, and dynamic faculty and staff dedicated to and enhancing student success.

Goal 2:
To develop and acquire adequate fiscal, capital, and community resources and to use them efficiently and effectively to provide the physical environment and tools necessary to assure student success.

Goal 3:
To provide an array of quality support services that enhance student success.

Goal 4:
To provide an instructional program that is accessible, affordable, and educationally sound that supports the needs of a diverse student body and enhances student success.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

All Publications: GRADUATE SURVEY REPORT: CLASS OF 2000	
Series (Identify Series):	
Division/Department Publications (Specify): OFFICE OF INSTITUTIONAL RESEARCH	Publication Date: NOVEMBER 2001

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1 ❑	**Level 2A** ❑	**Level 2B** ❑
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: G. E. Gabriel	Printed Name/Position/Title: DR. GEORGE GABRIEL ASSISTANT VICE PRESIDENT OF INSTITUTIONAL RESEARCH
Organization/Address: NORTHERN VIRGINIA COMMUNITY COLLEGE 4001 WAKEFIELD CHAPEL ROAD, BRAULT #316 ANNANDALE VA 22003	Telephone: 703-323-3129 FAX: 703-323-3755 E-Mail Address: ggabriel@nvcc.edu Date: 9/16/02

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org